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ABSTRACT

Starting with the premise that improved collaboration of elementary and secondary school systems with universities and colleges is essential not only to the improvement of education but to its survival, this document summarizes a series of papers on issues pertinent to school-university collaboration in such areas as basic research and evaluation, staff development, sharing of expertise, and service to clients. After an introductory essay that addresses the reciprocal need of schools and universities for greater collaboration, papers on the following topics are summarized: (1) the history of collaboration between school systems and institutions of higher education; (2) the fundamental issue of control in collaboration between schools and colleges; (3) obstacles to collaboration; (4) models for organizing joint efforts; (5) examples of successful efforts across the country; and (6) possible guidelines for implementing a collaboration. Forty-five references are included. (TE)

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MODELS OF SCHOOL-UNIVERSITY COLLABORATION

National and Local Perspectives on Collaborations That Work

Materials prepared for a Symposium presented at the
1985 American Educational Research Association
Annual Meeting

Walter E. Hathaway
Portland (OR) Public Schools

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Improved collaboration of school districts and schools with universities and colleges is essential not only to the improvement of education but to its very survival. The need to forge and renew such partnerships based upon validated models of collaboration is not new, but there is a fresh sense of urgency in our current efforts to find ways to work together more effectively. We are at a turning point. Recent national studies of elementary/secondary schooling and post secondary education make it clear that if we do not go forward together in such areas as basic and applied research and evaluation, staff development, sharing of expertise, and service to clients, we will languish separately. And as our schools and universities go, so goes our society.

This critical turning point has been brought on by converging social and political trends. These include: the widespread public perception that America has fallen behind the other industrialized nations because of a lack of trained scientists, engineers, and thinkers; the fact that popular estimates identify between 18 and 27 million Americans as functionally illiterate; the reality that the school age population is declining at every level and will continue to do so until at least the 1990's; and the dilemma posed by rising costs and loss of qualified teachers and professors to private industry. As a result of such trends, the pendulum of public opinion about schools and universities has swung strongly back to the negative, propelled by the many reports on "excellence" in education, or rather the lack of it, the most prominent being "A Nation At Risk." Legislators and business leaders,

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The information presented here emerged from the work of a Division H Committee on School-University Collaboration that operated from 1978-85. Special acknowledgement is due to the contributions of the following committee members: Robert Carlson, Leo Lambert, Jim McLean, Les Richards, Cynthia Stadel, and Franklin Wilbur who authored papers summarized herein.

parents and preachers, actresses and airline pilots, are all crying for "a return to basics," "more homework" and "a longer school year," and higher standards for our schools and universities alike.

At the same time that everyone is telling schools and universities what we must do to improve, little additional meaningful support or funding is forthcoming: not from the states which are just emerging from the grip of recessions and tax revolts; not from the federal government which has stated that it will not pick up the slack; and not from beleaguered local property and income tax payers.

At the critical juncture to which we have come, the university and the school district are each other's own best resource. Between them, school districts and universities cover virtually the whole range of human learning. That we are interconnected is undeniable. The challenge before us is to realize and build upon the extent, the possibilities, and the necessity of our connection and dependence.

The stake that colleges and universities have in schools and school districts is obvious. Without a well-educated secondary student population, universities will have virtually no applicant pool, or at best an ill-prepared one. Schools of education and other college and university departments need research sites and subjects in order to advance the science of learning. They need internships in schools to complete their student teacher preparation programs and to evaluate how effective their school teacher and administrator training programs are so that they may be changed if they are ineffective or outdated. Without a continual supply of fresh information from schools, teacher education will find itself out of touch and ineffective.

The stake that school districts and schools have in universities and colleges is more subtle, though no less vital. If school districts do not cooperate with universities, the basic research and evaluation we all rely upon to improve education will not take place. There will be marked cutbacks in such activities such as advanced placement classes and teacher in-service training. Without such services, there will be no long-range advances or fundamental self-renewal in public education and American schools will truly be caught in the downward spiral of mediocrity recently described in national reports. As Ernest Boyer has stated, "The time has come to end this isolation (of universities from [high] schools). The (high) schools in America are in serious trouble and higher education must become involved."

The past separation of school districts and universities is one reason why we face the dilemmas we do today. In the area of curriculum for example, when school districts and universities have failed to communicate with each other, the result has been that students entered colleges and universities ill-prepared and in need of remedial training. In the area of research and evaluation, the result of noncooperation has been twofold: (1) schools and school districts unable to formulate effective long-range plans necessary to deal effectively with the changing world of education; (2) colleges and universities unable to conduct the necessary research to advance knowledge and affect the quality of educational programs and school teacher and administrator preparation and certification programs.

Some may argue that current political or fiscal circumstances or old-fashioned attitudes on the part of one or the other institutions preclude successful collaboration. Such arguments are circular: the current barriers to collaboration have been brought about because of negative attitudes towards such efforts in the first place; universities are reluctant to approve

programs involving school district cooperation because they are convinced they will fail; public schools discount invitations to participate in new research by universities because they are convinced that the university is only serving its own purposes, and so forth and so on. These are attitudes that tend to feed on one another. It will require a strong effort to break down the barriers built up by years of such pessimism, false pride, and prejudice.

But the basis in need, hope and examples of success for the will to work together is here now: Prentice and Richardson, in their report of the results one of the national surveys conducted by the AERA Division H Task Force on School-University Collaboration concluded, "There is a pattern of agreements which supports thinking that the time is ripe for strengthening and increasing all phases of School/University collaborative relationships" (Prentice and Richardson, 1980). The questions are: "What do we need to do?" "How do we do it?" and "Who will take the first step?"

In order to facilitate discussion of questions of school-university collaboration there follows a summary of: the history of collaboration between school systems and institutions of higher education; the fundamental issue of control; obstacles to collaboration; models for organizing joint efforts; examples of successful efforts across the country; and possible guidelines for implementing a collaboration.

History of School System-University Collaborations -- What Has Been (Lambert, 1984)

Historically, school districts and universities have banded together in times of crises in education to formulate new plans and strategies. Through the years, such groups as the Committee of Ten, the Committee of Nine on the

Articulation of High School and College, the Committee on College Entrance Requirements, the Commission on Reorganization of Secondary Education, and the Program for Early Admission to College have addressed the educational problems of their day and offered innovative plans to overcome them. During the past century, the schools and school districts have moved from being subservient partners in such collaborations to having their needs regarded as equally important as those of the colleges and universities. The major areas in which collaborations have and are occurring are depicted in Figure 1.

Collaboration and Control -- The Fundamental Issue (McLean, 1984)

LEA/IHE interaction takes three forms: IHE controlled, LEA controlled, and jointly controlled. Institutions of higher education have tended to exercise control over most joint LEA/IHE ventures in this century. The major areas of such contacts are recruitment and articulation of students, research and development, and staff development.

Recently, an increasing number of LEA controlled LEA/IHE interactions have emerged. These contacts with internship arrangements, use of university personnel and services and contractual services.

Truly cooperative LEA/IHE efforts require shared control. A large and growing number of such arrangements exist. Examples include: sharing of resources and personnel; jointly appointed faculty or faculty exchange programs; consortia, networks or jointly controlled teacher centers; joint curriculum development; and collaborative research.

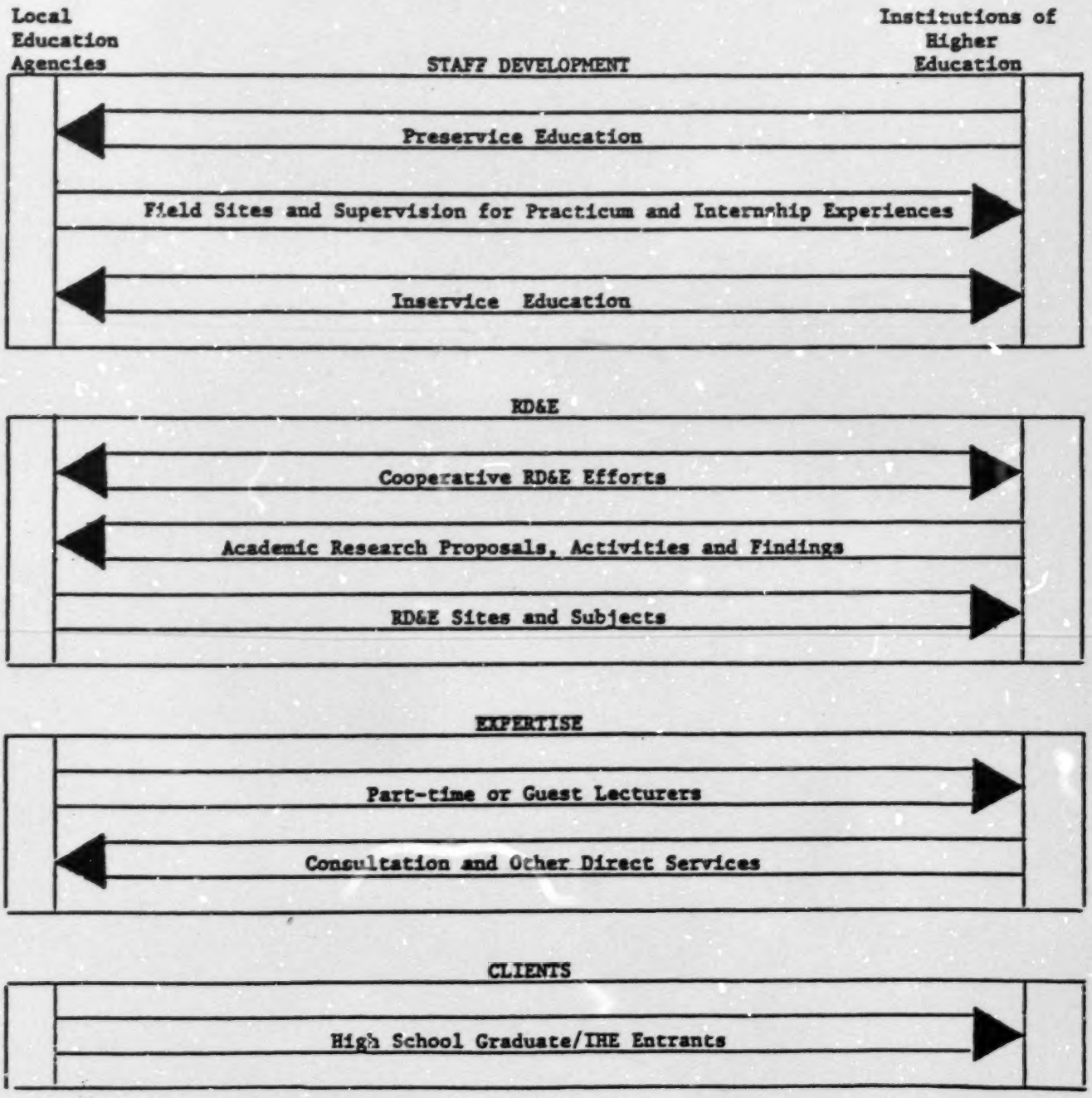
Such truly cooperative arrangements involving shared control have both general and specific benefits for the participants and for the profession of education. Cooperative research beneficially reduces the gap that separates

Figure 1

Relations Between

Local Education Agencies

and Instututions of Higher Education



the generation of knowledge and its use in schools while improving the relevance and validity of the research itself. LEA's gain access to superior facilities, programs, delivery systems, climate, and training at lower cost. IHE's gain a direct link to one of the major social subsystems they seek to influence, along with access to the experience and insight of practitioners for improving research, preservice training, and staff development.

Hindrances to Collaboration -- What Stops Us or Helps Us From Moving Ahead (Richards, 1984)

Previous attempts at school district-university cooperation have normally been beset by a number of obstacles, some superficial, some resulting from intrinsic features of the two institutions. Among the barriers identified in the key area of research are:

1. Lack of perceived relevance of university research to school needs and interest.
2. Naive or poor quality designs of research proposed to school districts.
3. Poor implementation by often badly trained student testers or research assistants.
4. Failure on the part of the researchers to report back on results to the system or to individual participants.
5. Researchers making recommendations and directives which are in conflict with the values, goals, and policies of the school.
6. Disagreement between school and university on the purpose of research.

7. Misunderstanding on the part of both institutions on the other institution's capabilities, purposes, organizational procedures, behavior, language, or subcultural characteristics.
8. An "ivory tower" attitude on the part of university professors toward school teachers and district educators, matched by a suspicion on the part of school teachers and administrators toward university professors.
9. The high level of bureaucratization and dispersal of power in school systems.
10. Differing time schedules of schools and research projects.
11. Lack of school teacher and administrator training in research methods.
12. The tendency of universities to promote complicated funded projects.
13. Universities failing to consult with school district personnel before designing a research project.
14. Universities commanding complete control over the workings of a research project.
15. Failure of school districts to set forth clear operational procedures for conducting research.
16. School district administrators' attitude that research is superficial.
17. Researchers' reliance on technical jargon when explaining a project which may be unfamiliar to school district personnel.
18. Researchers' invasion and disruption of classrooms to conduct research.

The benefits of school-university collaboration in the area of research are profiled in Figure 2.

Theoretical Model for Successful School-University Collaboration (Carlson, 1984)

School districts and universities can be viewed as self-contained systems. When collaboration takes place, their boundaries are breached and an area of interaction is established. The areas of the interorganizational cooperation depend on the purpose of the cooperation and the structure and process for the collaboration. Evaluation is conducted and feedback offered which can be used to modify the structure and process. The steps in implementing this model are:

1. Awareness and mutual trust establishment.
2. Common interest identification.
3. Intraorganizational cost-benefit evaluation.
4. Program planning and design.
5. Intraorganizational cost-benefit re-evaluation.
6. Program implementation.
7. Interorganizational cost-benefit evaluation.
8. Program integration and maintenance.

FIGURE 2 CORRESPONDING BENEFITS TO SCHOOLS, UNIVERSITIES, AND INDIVIDUALS PARTICIPATING IN COLLABORATIVE RESEARCH

	Benefits to Schools	Benefits to Universities	Benefits to Individuals
1.	Institute new instructional programs or administrative procedures	Provide information for curriculum/requirement review	Facilitate new programs development based on research information
2.	Develop student/parent services based on research results	Develop research centers to provide consultant services	Project plans as identified by needs assessment
3.	Identify areas which need revision - policies, methods objectives	Generate new hypotheses from findings	Analyze data to generate policy recommendations
4.	Revise instructional programs	Improve teacher training programs	Provide program direction through improved decision making skills
5.	Extrapolate practical applications of research data	Test solutions to problems in the field	Utilize problem solving techniques
6.	Acquire information for staff training and public information programs	Develop training programs for school personnel	Disseminate effective communications and communicate effectively
7.	Involve students/staff in extended classroom experiences	Participate in community service activity	Provide publicity through professional presentations
8.	Utilize research results in decision making	Apply research findings to new situations or in new settings	Apply data to program administration
9.	Influence affective/cognitive learning environment	Survey a climate for productive research	Practice effective group process techniques
10.	Development of instructional models for future use	Obtain access to naturalistic settings for research purposes	Develop interpersonal skills by interaction with other professionals
11.	Acquire a cadre of professionals with expanded research skills	Produce research leading to papers, symposia, grant proposals, and training activities	Acquire skills to become a resource and utilize other resources

From: Norris, Scarfield and Harwell. Old Adversaries United

Operational Models of Successful School System-University Collaboration (Wilbur & Stadel, 1984)

Despite the obstacles numerous successful examples of the "gentle but vital" relationship necessary for schools and universities to work together are currently to be found around the country. These ventures take many forms: consortia that facilitate diverse and numerous cooperative programs or collaborative projects focused on a specific goal or action such as curricula articulation, teacher education, or research and evaluation. The two examples provided below give a good idea of how such collaborations work and the necessary ingredients to insure success. Certain procedures, principles, and understandings seem to underlie such successful joint ventures.

-- Educators at both levels must agree that there are common problems.
-- The traditional academic "pecking order" must be overcome.
-- Successful cooperative projects must be sharply focused.
-- Participants must get recognition and rewards.
-- Cooperative programs must focus on action, not machinery.
-- The more an innovation is "owned" by those affected by its adoption, the more likely it will be accepted.
-- Innovations that are implemented without accompanying support from top administrators usually do not meet with lasting success.

Comprehensive Consortium Example. In reviewing the history of cooperative efforts for the Carnegie Foundation's School and College Partnerships in Education, Gene Maeroff (1983) observed that the priorities of the 1960's superceded concerns about academic excellence, curriculum

continuity, and school-college collaboration, bringing cooperation to a "screeching halt." "Like lapsed lovers who had more important things to do, high schools and colleges stopped communicating with each other," he wrote. "They complained in each case that their efforts were unappreciated by the other" (Maeroff, 1983, p. 3).

Though issues raised in the sixties remain, campuses are quieter now, and schools and colleges find they again have time and reason to communicate. From Boston in the East, to Oklahoma City in the heartland, to Portland in the West, educational consortia are forming, perhaps with a wink towards Webster's (1973) third definition of that word, "the legal right of one spouse to the company, affection, and service of the other."

Milwaukee Public Schools/University of Wisconsin at Milwaukee (MPS/UWM) Coordinating Committee. Such an alliance was formalized in Wisconsin two years ago when Superintendent of Public Schools Lee McMurrin and Chancellor Frank Horton of the University of Wisconsin committed themselves to improving the learning environment in Milwaukee and to doing this cooperatively. The two began and now co-chair the MPS/UWM Coordinating Committee, with goals to increase educational opportunities for public school students, encourage student learning, extend cooperative and supportive staff relations between the two institutions, and enrich the educational climate of the city.

Working with the chief officers are staff members from both institutions who can ensure that ideas jointly generated are indeed implemented. Meeting sites alternate between the school district's central office and the university campus; the host prepares the agenda with input from the other institution. Faculty and staff are invited to the meetings on the basis of their interests or ability to facilitate discussion on specific topics.

"Initiatives come forth quickly," said the two men in a paper jointly presented to the National Association of State Universities and Land-Grant Colleges (Note 2) "and are implemented as soon as they are economically and educationally feasible." Project costs are borne by the school district and the university, though occasionally small grants (under $1000) are received.

One of the largest projects jointly undertaken is represented by a simple brochure published by the university and entitled, "Preparing for UWM." Undertaken at the school district's request, the brochure outlines the preferred preparation for high school students planning to enter each of the university's 50 departments.

While the university staff worked on the brochure, public school staff developed program requirements for graduation. This, in fact, continued an earlier collaboration involving the business, labor, academic, and school communities in establishing high school graduation standards and selecting the appropriate testing instruments. With stringent, community-set standards in place for reading, mathematics, writing, and language arts, the MPS staff looked at credit requirements and four-year programs needed to meet students' educational and career goals beyond high school and shared their recommendations with the coordinating committee. The result? Standards and high school graduation requirements in Milwaukee mesh with the university's departmental standards, and the brochure, McMurrin said, is "the hottest item around!" (Note 3)

With writing standards in place, improving student writing skills was on everyone's agenda. The mutually defined need precipitated a series of conferences covering (1) teaching composition using the workshop method, (2) evaluating student writing efforts, and (3) developing effective writing assignments. Hosted by the university, the series has been jointly planned by

secondary school and university teachers and attended by faculty members from the public and private schools, colleges, and universities in the Milwaukee area.

Milwaukee's enrollment of 87,431 places it among the 20 largest urban school districts in the United States, and the city's Marshall High School represents many of the national problems confronting urban schools today. In 1965, 4 percent of its students were minority and 80 percent of its graduates enrolled in post-secondary schools; today, 56 percent of the students are minority, and the number of 1982 graduates continuing their schooling dropped to 38 percent. Many of Marshall's minority students, potentially first generation college students, are also the first members of their family to attend high school. The challenge, as the school officials see it, is to break the cycle of low expectations and develop more realistic ones leading to school beyond high school.

To do this, the coordinating committee has targeted 561 Marshall tenth graders for a joint, three-year study and intervention project. Through year-long activities, university and school officials hope to encourage students to begin thinking about their careers and selecting appropriate courses. They also hope to reduce apprehension and anxiety about attending college, thus increasing the percentage of graduates going to college and reducing the school's minority student drop-out rate.

Research Example. "Most universities are seeking to stimulate new research activities among their faculties. What more fertile field could exist for arousing interest in research than addressing the pressing needs of the public schools?" Many collaborative projects have evaluation components built into their programs. A few are actively conducting research. The

following consortium is, in effect, a R&D consortia. It has made research its primary focus and is using the products of its inquiry to actively and responsively shape the educational landscape in predominantly rural schools.

Willamette Vally (Oregon) Education Consortium. The Valley Education Consortium (VEC) has resolved to put R&D to work in predominantly rural schools, and its raison d'etre is no less than comprehensive school improvement. Composed of Western Oregon State College, the Teaching Research Division of the Oregon State System of Higher Education (located on the college campus), eight school districts, and three education service districts, the consortium organized during the 1974-75 school year after Oregon's State Department of Education adopted process standards for teacher education and minumum standards for elementary and secondary schools.

VEC's formal organization consists of a board of directors, composed of the chief administrator from each member agency; a planning council, comprised of a middle management respresentative from each agency; an assortment of study groups, work groups, task forces and committees to confront issues of concern and identify strategies to resolve them; and a small staff headed by Executive Director Del Schalock. Schalock and staff member Glen Fielding are also on the Teaching Research Division's staff, and Schalock is assistant dean of Research and Development at the college's School of Education.

The consortium's work thus far has centered on the basic skills: mathematics, reading, and writing. According to Kenneth Duckworth (1983), associate director for research at the Center for Educational Policy and Management at the University of Oregon, "The Consortium has developed an

articulated set of learning objectives for grades 1-8 in mathematics which sets forth the agenda for student work in this subject in a far more systematic way than is common in schools."

"The model guiding VEC's work holds clear that a clear and meaningful set of expectations for student learning is the cornerstone of effective schooling," wrote Fielding and Schalock in a 1983 article for R&D Perspectives. "The model indicates that intended learning outcomes are to be reviewed critically by teachers, administrators, and, to the extent appropriate, parents and community groups. Broad agreement about outcomes to be attained provides a common framework for designing instruction and evaluating its effects."

Toward this end, then, cross-district work groups composed of teachers, school administrators, and consortium staff identified instructional goals, indicators of goal attainments, assessment procedures for determining student progress, performance standards, procedures for reporting student progress to parents and building administrators, and procedures for assessing and reporting program effectiveness for mathematics (grades 1-8), reading (grades K-12), and writing (grades 1-12). Once the end product was agreed upon, work began on the curricula. The consortium has developed curriculum guides and overviews, grade-level teachers handbooks, and goal-based tests for both teacher and district use.

Two districts will volunteer to develop the curriculum in a work area such as math, Schalock said (Note 19). A work team composed of a consortium staff member and teachers representing both districts and the grade spectrum then flesh out a basic curriculum. After their work is refined, it is sent to all teachers in all VEC districts for critiquing and evaluation. Test item pools and handbooks are then developed, and these materials enter a field test

phase, again with all districts participating. Teachers organize the curriculum and contribute the substance; VEC staff members do the writing and editing; "outside experts" are invited to critique and refine it; and the planning council is responsible for quality control.

VEC's operating funds come from several sources. The college and Teaching Research Division each contribute $3000 annually. Each school district is assessed annual dues of $1.00 per school child; the education service districts are assessed 15¢ for each child in their counties. Organized as a non-profit organization, the consortium has also received small grants and contracts, and staff member salaries are pieced together from these and from time released by the college and Teaching Research Division to work on VEC projects. But the biggest resource, Schalock said, is the time school districts release, allowing teachers to work on consortium projects.

In his comments on VEC, Duckworth observed that "school improvement projects are never ending. They are composed of tidal ebbs and flows that change the landscape unceasingly." According to Schalock, VEC's next landscaping wave will be to prepare teachers to function more effectively within the standards-based instructional programs it has created.

Cooperation takes energy as well as imagination, and the cooperative links forged in the two programs above did not occur by happenstance. Ernest Boyer (1981), president of the Carnegie Foundation for the Advancement of Teaching believes that five principles of collaboration are crucial to the success of any school/college partnership. These five along with others we have developed are listed below:

-- Educators at both levels must agree that they do have common problems. While this point may seem obvious, many educators appear convinced they can go it alone.

-- The traditional academic "pecking order" must be overcome. All too often colleges and universities, working in splendid isolation, have created the rules. Schools have been expected to go along passively. Frequently the real needs of students and teachers have gone unattended.

-- Successful cooperative projects must be sharply focused. Serious and effective collaboration can only occur if school and college people agree to concentrate on one or two specific goals and work to keep the program sharply focused.

-- For school/college cooperation to succeed, participants must get recognition and rewards. Real benefits, including recognition and reduction of burdens, must be built into the cooperative plan. This is particularly important for participating teachers, many of whom are already booked to capacity.

-- Cooperative programs must focus on action, not machinery. People must be identified who can exert the necessary leadership to move beyond issues related to budgets and bureaucracy. The most successful programs have emerged where people have seen a need and have found time to act.

-- The more an innovation is "owned" by those affected by its adoption, the more likely it will be accepted. New ideas, therefore, should meet a felt need, and members of the affected groups should be involved in the development and implementation of the solution.

-- Although administrative mandates for change usually encounter resistance in the ranks, innovations that are implemented without accompanying support from top administrators usually do not meet with lasting success.

-- Innovations with structures, values, and purposes that comfortably mesh with those of the organization are more likely to be accepted than those that do not.

-- When new skills are involved, participants should receive adequate training for their new roles.

-- All persons involved in planning and implementing anything new should expect some problems. Participants need to tolerate a certain number of "bugs" in the system.

-- Innovations with structures, values, and purposes that comfortably mesh with those of the organization are more likely to be accepted than those that do not.

-- When new skills are involved, participants should receive adequate training for their new roles.

-- All participants should expect some problems.

Guidelines

Regardless of the type of model followed, problems often arise in school district-university relationships. Analysis of such problems has led to the development of four general common guidelines which, if followed, will hopefully help prevent major problems and misunderstandings.

General Guidelines for Improving School District-University Collaboration. School Districts and universities seeking to collaborate should work together to create a relationship characterized by:

1. Clear expectations, including goals, agendas, policies, procedures, roles, and responsibilities.
2. Open communication, leading initially to greater awareness and appreciation of one another's needs, values, and goals; secondly, to the establishment of mutual trust; thirdly, the ability to identify and pursue common interests in an open and cooperative manner.
3. Shared control with truly equitable distribution of power over decisions and resources.
4. Pooled resources and two-way opportunities for working together, especially in the area of research.

These four general guidelines applied and extended, for example, in the key area of research result in the following:

Guidelines for Collaborative Research by School Systems and Universities

1. Involve Both Parties Early in the Planning Stage. To use a cliche, don't start off on the wrong foot. Early involvement of both parties is necessary for a successful working relationship. If good communication links are established at the start, then when problems arise they can be discussed freely and solved quickly. Also, negative impressions will often disappear with this original display of mutual openness and acceptance. If the relationship involves

research, then early involvement will assure that the research design will suit the needs of both parties. As Epps (1980) states, "University researchers should involve the school district at the outset in the conceptualization of research proposals rather than requesting a letter of endorsement as an afterthought" (p. 6).

2. Make Needs Known. The school must make clear what it feels its research needs are to the university. It is natural that schools feel universities only research what the universities want and that they don't know what schools want researched. Frechtling (1982) states, "This seems so obvious as to be unnecessary to suggest, but I'm not convinced that school districts do a very good job in this area. . . . There is no single best strategy for accomplishing this goal, and probably some combination of formal and informal communication is best" (p. 2).

3. Base the Research on Common Needs. The selection of research proposals is critical. Neither half wants to do research that will only benefit the other. As Les Richards (1980) states (p. 18), "The two immediate questions were, 'Whose thesis were we writing?' and 'Are we doing this for your book so that you can get a promotion?'" (p. 18). Even though most teachers feel that university professors have a pressure to publish, common interest areas for research can be found. Oftentimes the conflicts arise because professors want to do big, abstract research, whereas teachers are more interested in "little practical research." Consequently, both parties need to identify their research needs. What are the priorities for the university and for the school? Once the research is based on joint needs, then it will be valuable to both. In this way both parties

are assured that the research is the research they want done. School districts need to learn how to say no. As Barber (1979) states, "It is obvious that the public schools cannot participate in every study that external researchers think important. We must deny some of them. We must support some of them. The question is simply how and when to say no" (p. 6). He then states his criteria for making a decision.

4. Use Simple Language and Common Sense. Many confusing and frustrating moments may be avoided if care is taken in using technical jargon. Some teachers have had courses in statistics, others have not. "Tabletalk is more liable to be on threats to validity and the woes of gain scores than on the merits of the problem. This fascination with the technology of research is understandable, but may serve to block not only consideration of "alternative approaches, but also the investigation of educational problems which are not subject to tight control and manipulation" (Asche, 1980, p. 2). Communication should be the goal, not confusion.
5. Shared Control. Even if the research is university-initiated, the university must agree with the school over exactly who controls which aspects of the project. What is needed is a system of checks and balances of power to prevent one participant from overwhelming all the others. When genuine involvement of cooperating members ceases, then the structure falls and with it the program.
6. Clarify Procedures. On their side, the school districts can clarify the rules and procedures for conducting research. In Chapter 3 of this volume, Richards states, "The failure of school districts to set

forth clear operational procedures to be followed by those who want to conduct research in those districts tends to produce confusion and unhappiness among the school personnel" (p. 27).

7. Respect Each Institution's Rules. Both the university and the school have rules which, among other things, govern procedures, their members, and the way in which research must be conducted within their organization. This is especially true with the schools. University professors, as Joy Frechtling (1982) states, "must stick to the school's protocol" (p. 2). Unfortunately, much too often university professors are accused of bypassing the school administration. "It was not uncommon for us to hear from teachers that they were caught between university guidelines for change and school system procedures . . . concretely, we found that university people tended to skip over mid-level administrators and principals to deal directly with teachers" (Sussman, 1982, p. 9).

8. Communicate the End Results. One of the main problems of doing research is that the schools rarely feel that they benefit from it. Usually, in its original form the research is too abstract to be used. As Schubert (1980) states, "generalized knowledge offers little assistance to understanding Johnny X, or Mrs. Jones' class, or even School Z" (p. 18). So "to obtain useful R&D outcomes for schools, informed and critical interpretation must be done, based upon broad knowledge of educational research and its findings" (Gagne, 1980, p. 4). Professors must be willing to spend the time going over the applications of the research with the teachers. Norris, Starrfield, and Hartwell (1980) have expressed the applications of the research with the teachers and other school staff

involved as follows: "Although there are benefits of collaborative research to the university and to individuals engaged in the collaboration, the most important benefits are to the schools and school personnel who can see results to make critical decisions related to programs and resource allocation . . . ultimately, the schools' greatest benefit is the utilization of research results to enhance the students' academic achievement and psychosocial growth" (p. 6).

9. Establish and Maintain Trust and a Common Vision. Most of the previous guidelines lead up to this critical factor. People must be willing to work together to form a mutual trust. As L. Richards (1982) states, "Participants [need to] recognize that the first tasks in developing successful collaborative relationships are building trust and program planning and coordination" (p. 20).

Recommendations

For DOE, NIE, and State Departments of Education. Encourage school district/university consortia and support research on successful collaborations.

Change funding priorities and procedures to encourage collaboration and innovation. A shift away from contracts for specific research services and products to shared grants for collaborative work on research questions of mutual interest would be a giant step forward.

Allocate significant resources to collaborative school district-university demonstration efforts.

For Foundations and Funding Agencies. Invite and be receptive to proposals seeking support for the initial development and evaluation of school district-university collaborative programs and practices.

Make sure that the availability of outside monies is not the primary incentive for interinstitutional collaboration; programs and practices need to meet important local needs and receive commitments that will endure beyond an initial grant period.

Provide resources for national, regional, and local symposia, institutes, and workshops on the topic of articulation and interinstitutional collaboration; bring together key school district and university teachers and administrators, state department of education officials, and other interested parties. Consider promoting partnerships between colleges and schools that are already involved in successful joint activities and between those that would like to be.

Commission reports, research, and committees to address the many technological, logistical, financial, political, and academic barriers now impeding school district-university partnerships and the many types of cooperative practices.

Work to overcome legal, financial and political barriers to improved interinstitutional cooperation.

For AERA. The Journal of Educational Evaluation and Policy Analysis should devote a special issue to school/university collaboration; other AERA and non-AERA educational journals should turn more attention to this subject, especially by highlighting and reporting exemplary cooperative efforts and research on the causes of their success.

AERA should develop training programs to assist school districts and universities in entering into more effective collaborative relationships.

AERA and its members should encourage their state or regional ERA to include fostering school district/university relations as a major part of their agenda. Where such organizations do not exist, consideration should be given to their creation with a major focus on this topic.

AERA should promote and sponsor experimental seminars on LEA/IHE collaboration.

For Other Education Associations. Encourage cooperative practices and exploration of related issues through requests to the membership for articles to publish in regular or special issues of the association's journals or newsletters.

Encourage and be receptive to the inclusion of general sessions and round-table discussions concerning school-college collaboration on the programs of seminars and institutes.

Sponsor workshops and institutes that would, among other things, help to bring together faculty members and administrators from colleges and school district to discuss matters of mutual concern and possible collaboration.

For Colleges and Universities, Schools and School Districts. Make a careful appraisal of ways cooperation could be improved in the state, region, or community; create opportunities (such as workshops, seminars, and informal meetings) to discuss existing problems and to find ways to begin to collaborate with other institutions in the area.

Contact officials in the State Department of Education to involve them in ideas and plans for interinstitutional cooperation.

Try to capture the interest and solicit the help of people in the institution who can make new joint ideas and programs a reality.

Provide incentives, through promotion and reward policies and through support and recognition from top administrators, for school district and college faculty members to work together on a regular basis: help get the best minds involved.

Insist that collaborative activities have built-in evaluative checks to help ensure quality and integrity; that personnel on both sides are adequately prepared for their responsibilities; that policies and guidelines governing the program's operation have been carefully worked out; and that adequate support services are provided.

Be open and empathic about problems interfering with cooperative practices. Unless the real problems and issues are aired and resolved, school district-university partnerships may never get off the ground, or, at least, never realize their potential.

Conclusion

Despite differences in professional training, work environment, and the reward systems of their institutions, school district and university staff can and must find ways to work together.

The success of school-college partnerships depend on many factors, but probably the most important is a cooperative spirit. If persons in both institutions are not willing to work together, drawing on a reservoir of mutual trust and respect, joint programming will not work.

Perhaps the most urgent need now for school district-university partnerships is to have elementary, secondary, and post secondary education representatives working together at national and regional meetings or institutes to exchange information and ideas. Additional documentation of

successful cooperative programs and greater publicity would enhance public understanding and facilitate the creation of additional programs. Strong support from DOE, NIE, state departments of education, national organizations, and foundations would greatly assist collaboration.

More effective partnerships will not develop quickly or without deliberate efforts; traditions, politics, and economics often work to counter the most well-intended plans. Programs with incentives and opportunities for college professors and school district staff to work together on matters of common concern provide a promising start.

To dismiss collaboration as a key tool for improvement is to sell short our schools, our universities, and our society. In such models of success as have been presented here are to be found grounds for the hope that people in both institutions, who are after all products of both institutions, will have the intelligence and the flexibility to do what needs to be done now that some road maps to the "path less traveled by" have been provided.

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